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ABSTRACT

This resource guide provides a set of assessment instruments to help the adult basic education teacher appropriately place each learner at Level I, Level II, and/or General Education Development Level of instruction. An introduction briefly describes instruments and suggests examples of implementation. A teacher's guide contains general directions for using the three assessments, which follow. Section A (Level I) deals with the learner who has little or no academic skill. It makes assessment of basic readiness skills in reading, language, and mathematics. Section B (Level II) measures decoding skills and attempts to determine indepth knowledge of the discipline and ability to make critical judgment and to use problem-solving techniques. Section E (Level III) assesses more indepth knowledge of the disciplines to determine whether the learner has knowledge to the level of successful completion of requirements for a high school equivalency certificate. Answer keys are provided. Appendixes include ideas to consider (diagnostic-prescriptive instruction, Dale's Cone of Experience, writing instructional objectives, selecting activities and materials, daily lesson planning, daily evaluation of learner's progress); useful techniques, such as VAK (visual, auditory, kinesthetic), VAKT (visual, auditory, kinesthetic, tactile imagery), and word box; and interest and attitude inventories. (YLB)

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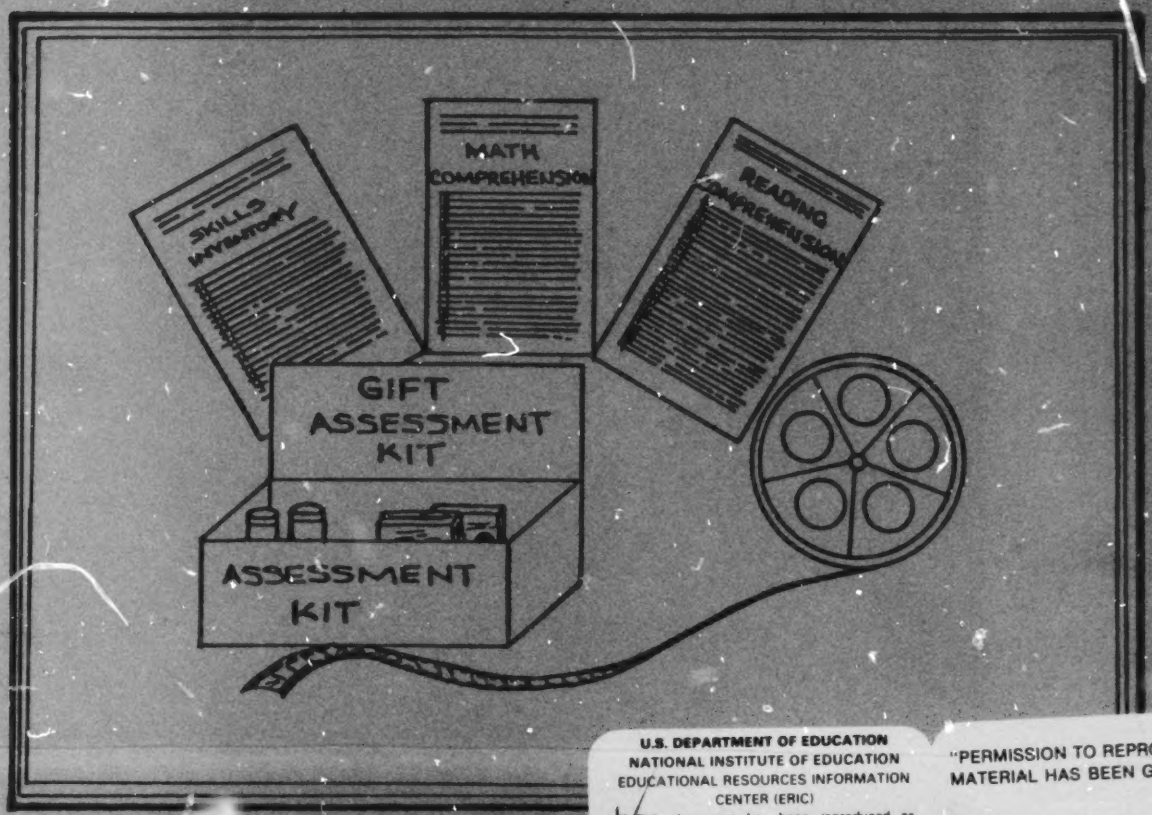
GIFT

Good Ideas For Teaching

ASSESSING THE ADULT LEARNER



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GIFT

GOOD IDEAS FOR TEACHING

ASSESSING THE ADULT LEARNER

ALABAMA STATE DEPARTMENT
OF
EDUCATION

Montgomery, Alabama

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INTRODUCTION

With recent emphasis from the state and national level upon the ERADICATION OF ILLITERACY, adult educators have chosen to develop assessment instruments on all discipline levels, for the identification of adult learner deficiencies.

SECTION A (Level I) of the assessment instruments will deal with the learner who has little or no academic skill. This section makes assessment of basic readiness skills in reading, language and mathematics.

SECTION B (Level II) will measure the decoding skills and attempt to determine indepth knowledge of the discipline as well as ability to make critical judgment and to use problem-solving techniques.

SECTION E (Level III) will assess more indepth knowledge of the disciplines to determine whether or not the learner has knowledge to the level of successful completion of requirements for a high school equivalency certificate.

In working with the adult learner, the teacher must be abreast of the unique, individual characteristics the learner brings to the classroom. Some of these differing characteristics include his/her former experiences, maturity, self-concept, achievement, learning styles, anxiety and

fatigue level. The teacher must have an understanding of these characteristics before he/she can successfully assist in meeting the adult learner's needs.

The adult educator, when working with the General Education Development (GED) level learner, should be aware of certain techniques which provide a positive atmosphere that is conducive to the development of the total adult. Suggested examples of implementation are as follows:

1. The teacher should not rush into an assessment. He/She should develop a comprehensive understanding of the inner person's abilities through personal interviews, class interaction, historical data from registration form, etc., to the extent that he/she can select a correct instrument for assessment.

2. The teacher should prepare the learner for GED testing. To help eliminate the uncertainity of the GED testing environment, the teacher may want to have a class presentation by the GED test examiner to explain the necessary qualifications, registration information, location of and access to facilities, testing schedules, and test-administration procedures.

3. The teacher should attempt to reduce fear. The teacher should present assessment procedures in a

non-threatening manner. He/She should not threaten the adult learner with the word "test." Use creative alternative words such as: checkup inventory, review, evaluation, and assessment. For best results, actually give the learners some experiences in testing.

4. The teacher should have broad knowledge of tests. One should have a knowledge of the types, e.g., formal, informal criterion reference, checklists, etc. appropriate for evaluation in the five GED discipline areas for use at the appropriate time.

5. The learner should get positive feedback. When interpreting test results to the adult learner, the teacher should use positive reinforcement. The teacher should listen to the learner for responses in relation to the assessment and emphasize the learner's major strengths as indicated by the assessment.

6. The teacher should make recommendations. If the assessment indicates that the student has proficiency in all five disciplines at the GED level, then he/she should encourage the learner to proceed with plans for GED testing. If the assessment

indicates the learner is not proficient in all disciplines, activities for remediation of specific weaknesses as indicated by the assessment, should be implemented.

A C K N O W L E D G E M E N T

A group of adult educators representing all areas of the state were chosen to develop a set of assessment instruments. These assessment instruments were designed to help the Adult Basic Education (ABE) teacher appropriately place each learner at Level I, Level II, and/or GED Level of instruction. The goal of the group work was to strengthen the teaching/learning process in each ABE program in the State of Alabama. The handbook reflects the work of the following people:

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Estelle Willingham, ABE teacher, Bessemer State Technical Institute

We would like to thank the superintendents, supervisors and principals for making it possible for each participant to attend these meetings.

A special thanks goes to Dr. Bob Walden, Program Director of the Adult Basic Education Section of the State Department of Education, for his encouragement, both professional and personal, and his insight into the needs of Adult Basic Education teachers and their students. This

310 Project could not have been completed without the commitment of his office.

In the handbook, GIFT, the instruments are to give teachers assistance in their instruction. It is urged that this resource guide be utilized by the ABE teacher to help each adult learner improve the quality of his or her life.

Robert K. Leigh
Project Coordinator

ADULT EDUCATORS

TEACHER'S GUIDE

DIRECTICNS:

Section A: Level I

Section B: Level II

Section E: Level III

ANSWER KEYS:

Section A: Level I

Section B: Level II

Section E: Level III

SECTION A

LEVEL I TEACHER'S GUIDE

The Level I section of this instrument assesses skills in reading, language and mathematics. beginning with readiness through the 4.0 grade level. It is designed to be used as a diagnostic-prescription tool, as the teacher uses the information gathered from this section in placing the Level I learner into the ABE program.

Not all Level I learners will need to take this entire section of tests. It is left up to the teacher to determine which students are to take the test and which tests are to be completed. It is also the teacher's responsibility to make certain the learner understands the purpose of this assessment.

While administering this section of the assessment, the teacher is to be aware of the following:

- The assessment is to be given with teacher assistance
- Directions are to be given orally when indicated in the teacher's guide
- An example is to be discussed prior to beginning each part of the test

*NOTE: The learner may score well enough on this section of the assessment to warrant taking Section B (Level II: grades 5-8) of the assessment.

I. READING AND LANGUAGE

1. Read directions orally and give the learner an opportunity to mark the answers.

2. Read directions orally and then repeat the following pairs of words and letters. The teacher is to record the learner's responses on the test copy.

a. black/brown
b. dollar/dollar
c. dinner/dinner
d. f / v
e. cent/same
f. b / d

3. Read the following story to the student.

The Perry family went shopping at a new supermarket on their block. They discovered that the prices at this market were much higher than the prices at the foodstore six blocks away where they had been shopping. They were especially interested in buying diary products and meats. There were eight members in the Perry family; therefore, it was essential that they save as much money as they could on groceries in order for the two Perry girls in the fourth grade to get new dresses for a school program.

Ask these questions. The teacher is to record the learner's responses on the test copy.

a. Where did the Perry family go first?
b. Which grocery store had the lowest prices?
c. What grocery items were they interested in buying?
d. How many members were in the Perry family?

e. What food items are considered dairy products?

f. Do you think they would save enough money to buy two dresses at one grocery shopping trip?

4. Directions are to be read orally by the teacher. The learner writes the correct letter in the blank.

5. Directions are to be read orally by the teacher. The learner circles the correct answer.

6-9. The learner reads the story (readability 1.5) and answers questions 6-9 by circling the correct answer.

10-13. The learner reads the story (readability 2.5) and answers questions 10-13 by circling the correct answer.

14-26. The learner reads the story (readability 3.5) and answers questions 14-26 by circling the correct answer.

27-29. Learner will use the map to answer questions 27-29.

30. The learner will number the dictionary entries in alphabetical order.

31. See test.

32. See test.

33. See test.

34. The learner will read the situational statement and write a friendly letter and address the envelope. (Readability 2.5)

II. MATH

1. Directions are to be read orally by the teacher. Learner will complete the number sequence by filling in the blank. Use oral response if needed.

2-4. Directions are to be read orally by the teacher. The learner will draw lines to match the times.

5-7. The directions are to be read orally by the teacher. Learner will write the correct time in the blank.

8-9. Directions are to be read orally by the teacher. Learner will put an X on coins to equal the amount given.

e. What food items are considered dairy products?

f. Do you think they would save enough money to buy two dresses at one grocery shopping trip?

4. Directions are to be read orally by the teacher. The learner writes the correct letter in the blank.

5. Directions are to be read orally by the teacher. The learner circles the correct answer.

6-9. The learner reads the story (readability 1.5) and answers questions 6-9 by circling the correct answer.

10-13. The learner reads the story (readability 2.5) and answers questions 10-13 by circling the correct answer.

14-26. The learner reads the story (readability 3.5) and answers questions 14-26 by circling the correct answer.

27-29. Learner will use the map to answer questions 27-29.

30. The learner will number the dictionary entries in alphabetical order.

31. See test.

32. See test.

33. See test.

34. The learner will read the situational statement and write a friendly letter and address the envelope. (Readability 2.5)

II. MATH

1. Directions are to be read orally by the teacher. Learner will complete the number sequence by filling in the blank. Use oral response if needed.

2-4. Directions are to be read orally by the teacher. The learner will draw lines to match the times.

5-7. The directions are to be read orally by the teacher. Learner will write the correct time in the blank.

8-9. Directions are to be read orally by the teacher. Learner will put an X on coins to equal the amount given.

e. What food items are considered dairy products?

f. Do you think they would save enough money to buy two dresses at one grocery shopping trip?

4. Directions are to be read orally by the teacher. The learner writes the correct letter in the blank.

5. Directions are to be read orally by the teacher. The learner circles the correct answer.

6-9. The learner reads the story (readability 1.5) and answers questions 6-9 by circling the correct answer.

10-13. The learner reads the story (readability 2.5) and answers questions 10-13 by circling the correct answer.

14-26. The learner reads the story (readability 3.5) and answers questions 14-26 by circling the correct answer.

27-29. Learner will use the map to answer questions 27-29.

30. The learner will number the dictionary entries in alphabetical order.

31. See test.

32. See test.

33. See test.

34. The learner will read the situational statement and write a friendly letter and address the envelope. (Readability 2.5)

II. MATH

1. Directions are to be read orally by the teacher. Learner will complete the number sequence by filling in the blank. Use oral response if needed.

2-4. Directions are to be read orally by the teacher. The learner will draw lines to match the times.

5-7. The directions are to be read orally by the teacher. Learner will write the correct time in the blank.

8-9. Directions are to be read orally by the teacher. Learner will put an X on coins to equal the amount given.

10-11. Directions are to be read orally by the teacher. Learner will write answer in space provided.

12-14. Directions are to be read orally by the teacher. Learner will use the calendar to answer questions 12-14.

15-29. See test.

30-35. Learner will read and follow instructions.

36-39. See test.

40-42. Learner will refer to the thermometers and answer questions 40-42.

43-44. See test.

45. Learner will estimate cost of the items and circle the correct answers.

46. See test.

47. See test.

SECTION B

Level II Teacher's Guide

The Level II section of this instrument assesses skills in reading, language and mathematics; fifth through eighth grade levels. The learner should complete the test independently. The student will be working unassisted; teacher observation is a vital part of this assessment. An evaluation of the completed work enables the Level II student to be placed into the ABE program and the appropriate materials be chosen for his learning experiences.

*NOTE: If the learner is unable to complete a large portion of this section independently, the teacher must consider whether or not he needs to take the Section A portion of this assessment tool. (Level I: grades 0-4). On the other hand, if the student does well on this section, the teacher may consider using Section E (GED: grades 9-12).

READING AND LANGUAGE

1-9. The learner will read the story and circle the correct answer for questions 1-9. (readability 6.0)

10-14. The learner will study the newspaper advertisement and answer questions 10-14.

15. The learner will read and study the article and fill in the outline with information from the outline.

16. The learner will read the situation and write the appropriate letter (business format). The learner will also address the envelope.

II. MATH

1-2. The learner will study the newspaper advertisement and answer the questions.

3. See test.

4. See test.

5. See test.

6. See test.

7. See test.

8-36. See test.

SECTION E

Level III Teacher's Guide

Section E of this assessment instrument is designed to determine the skills of the Level III learner (grades 9-12). It assesses skills in reading, language, mathematics, social studies and earth science. The student is to work independently through the entire section. Teacher observation is important, and careful evaluation of the test is necessary for determining student instructional needs. Evaluation will help in deciding whether or not a student should take further pre-GED tests. A few commercial tests of this nature are available.

TABE: TABE can be used as pre- or post-test to determine a learner's level of development in reading, mathematics and language, to involve the learner in self-appraisal; and to assist teachers in preparing instruction to meet learner needs.

APL: The APL survey test measures knowledge of Community Resources, Occupational Knowledge, Consumer Economics, Health, and Government and Law.

GED: This is an abbreviated version of the GED applicable for a pre-test evaluation indicator that assess the five disciplines. This instrument is available through the

American Council on Education, GED Testing Service.

GEPI: (The General Education Performance Index)
This series of five tests measures the student's understanding of the follcwing areas: English, Literature, Mathematics, Social Science, and Natural Science. Test scores are intended to indicate the degree of understanding at a high school level and to predict success on the General Educational Development test.

*NOTE: It may be necessary for the learner to accomplish Section B of this assessment prior to this section.

SECTION A

Student Assessment Copy

SECTION A: Student Assessment Copy

I. READING AND LANGUAGE

1. DIRECTIONS: (To be read orally by the teacher.) Look from left to right on each line. Draw a circle around the letters, symbols, signs, words in each line that look like the one in the first block.

a	a	e	i	o	u
b	d	c	p	b	b
G	H	F	G	P	G
B	W	Z	B	P	B
T	F	T	U	M	J
h	j	p	h	n	h
d	b	p	d	b	q
D	C	A	D	P	D
F	E	F	L	Z	F
3	5	4	7	3	9

6	2	3	9	6	5
8	7	5	8	6	3
9	6	9	8	3	9
¢	$	¢	%	=	¢
$	¢	=	-	$	s
=	=	-	0	$	¢
+	x	+	-	0	¢
-	=	+	-	¢	c
barn	bar		nrab		barn
work	walk		krow		work
name	came		same		name

2. DIRECTIONS: (To be read orally by the teacher.) Listen carefully. Answer "yes" if the two words read are the same. Answer "no" if they are not the same.

a. _____ b. _____

c. _____ d. _____

e. _____ f. _____

3. DIRECTIONS: (To be read orally by the teacher.) Listen carefully to the following story. Answer the questions that follow.

a. _____ b. _____

c. _____ d. _____

e. _____ f. _____

g. _____ h. _____

4. DIRECTIONS: (To be read orally by the teacher.) Write the correct letter in the blank.

a. ___ing b. lea___

W R S D F N

c. ___ar d. sta___

P F J R G B

5. DIRECTIONS: (To be orally read by the teacher.) Circle the right answer.

a. What two (2) letters does the word start with?

1. sh
2. ch
3. tr
4. th

b. What two (2) letters does the word start with?

1. bl
2. cl
3. dr
4. sw

c. What two (2) letters does the word end with?

1. th
2. ch
3. st
4. ng

d. What two (2) letters does the word end with?

1. ch
2. sh
3. gr
4. ng

DIRECTIONS: (To be read orally by the teacher.) Read the following story and circle the right answer to each question.

The Drew's have a big family. They have four children. They have three boys and one girl. John Drew is ten years old. Bob Drew is nine years old. Tom Drew is six years old. The Drew's baby girl, Sue, is three years old.

Mr. Drew works in a food store. He takes care of putting away foods as they come into the store. Mr. Drew likes his job. He is a hard worker.

One day, a big box fell on Mr. Drew. It broke his leg and arm. Now Mr. Drew cannot go to work. The doctor says he cannot work for two months.

What will the Drew family do to earn money? They will not be able to pay the doctor bills. They will have no money to live.

6. What would you do if you were the Drews?

   a. Borrow money from a friend?
   b. Borrow money from a bank?
   c. Mrs. Drew could get a job.
   d. Sell things in the house.

7. Mr. Drew broke his arm and leg because:

   a. He fell down.
   b. Something fell on him.
   c. He dropped a box.
   d. He fell off a ladder.

8. Mr. Drew works in a _____ store.

   a. ice cream b. food
   c. clothes d. shoe

9. List the children from oldest to youngest.

a. John, Bob, Tom, Sue
b. Sue, Tom, Bob, Sue, John
c. Tom, Bob, Sue, John
d. John, Bob, Sue, Tom

DIRECTIONS: Read the following story and answer questions 10 through 13.

Mr. Drew broke his arm and leg and he cannot work. The Drews have a problem. There will be no money to live on for two months and paying the doctor bills will be hard.

The Drews will try to find a way to make money. They will have to work together. As a family, they will be able to get through this hard time.

To help out, Bob will work at school. He will help clean after school. He will give the money he makes to the family. Mrs. Drew will take care of other children and she will do this at home. John will work part-time in the food store. This will earn money for the family. Tom will help Mrs. Drew take care of Sue, the baby.

By working together, the Drews will get through this time while Mr. Drew cannot work. Everyone is helping keep the Drews "on their feet." They will be able to live and to pay the doctor bills.

10. How do you think Mr. Drew feels about the family helping earn money?

a. sad
b. happy
c. scared
d. sick

11. The Drews will get through a bad time because:

a. They are sad.
b. They borrowed money.
c. They plan to borrow money.
d. Everyone is working together to make money.

12. What does "part-time" mean?

a. all the time
b. not all the time
c. Monday's only
d. full time work

13. What is the main idea of the first paragraph?

a. Taking care of children.
b. Paying doctor bills.
c. The Drew's problem
d. A broken arm and leg.

DIRECTIONS: Read the following paragraph and answer the questions. Circle your answer.

John gets up at 6:00 a.m. each morning. He has two eggs with bacon for breakfast. His ride picks him up at 7:00 a.m. to get to work at the factory by 8 o'clock. The road on the way to work is being repaved, so John's ride must take a detour. Therefore, they weren't on time. It was 8:15 a.m. before they got to work.

14. The prefix in repaved means:

a. again
b. never before
c. not
d. since then

15. What term means the opposite of a.m.?

a. CST
b. p.m.
c. DST
d. TM

16. What term means the same as a.m.?

a. night
b. Saturday
c. p.m.
d. morning

17. The "'s" found in the paragraph means that:

a. There is more than one John
b. John has a ride to work
c. John is
d. John was

18. Find the contraction in the above paragraph. Which two words form this contraction?

a. is not
b. was not
c. were not
d. did not

19. Select the best title for the paragraph.

a. Getting to Work
b. John's Family
c. How to Repair A Road
d. Telling Time

20. Number the following things in the order in which they happened.

_____ leaves for work at 7:00 a.m.
_____ gets up at 6:00 a.m.
_____ got to work at 8:15 p.m.
_____ eats breakfast

21. Why was John late for work?

a. car broke down
b. he was sick
c. road was being repaved
d. it was his birthday

22. While the road is being repaved, John should:

a. call in sick everyday
b. move to another house
c. ride in a red car
d. leave for work earlier

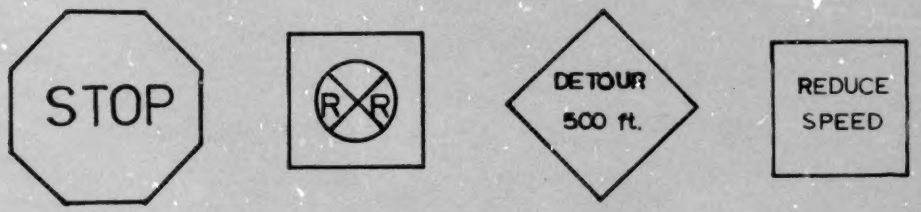
23. a. Who is the paragraph about?_____

b. Where does John work? _____
c. Why was John late for work? _____
d. What is the paragraph about? _____
e. When does the story take place? _____

24. In which sentence does it tell what John eats for breakfast?

a. 1 b. 2 c. 3 d. 4 e. 5

25. Which of the following signs did John see on the way to work?



26. Choose the correct meaning for the word "work" as it is used in the paragraph.

a. job
b. toil (effort)
c. operate
d. rest

DIRECTIONS: Look at the map on the following page and answer questions number 27-29.

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Look at this map and answer questions 27-29.

Circle the correct answer.

27. What direction would you go to get from the railroad to the airport on Airport Road?

a. North
b. South
c. West
d. East

28. (a) Start at the Post Office. Go north on Central Avenue. Turn right at the third intersection. What street are you on?

1. First Street
2. Second Street
3. Third Street
4. Fourth Street

(b) In what direction does this street run?

1. north and south

2. east and west

29. Which direction is the school from the hospital?

a. east
b. north
c. west
d. south

30. Number the first word (dark letters) in each of these passages in alphabetical order.

Giot·to (jôt'tō). In full, Giotto di Bondone. 1276?–1337? Florentine painter, architect, and sculptor.
gip. Variant of **gyp**.
Gip·sy. Variant of **Gypsy**.
gi·raffe (ji-răf', -räf') *n.* An African ruminant mammal, *Giraffa camelopardis*, having a very long neck and legs, a tan coat with

a.____

gimp[1] (gimp) *n.* A narrow braid or cord of fabric, sometimes stiffened, used to trim or pipe clothes, curtains, or upholstered furniture. Also called "guimpe," "guipure." —*tr.v.* **gimped, gimping, gimps.** To trim or edge with gimp. [French *guimpe*, from Old French *guimple*, *wimple*, from Old High German *wimpal*. See **weip-** in Appendix.*]
gimp[2] (gimp) *n. Slang.* 1. A limp or limping gait. 2. A person who limps; a cripple. —*intr.v.* **gimped, gimping, gimps.** *Slang.* To limp. [Origin unknown.] —**gimp'y** *adj.*

b.____

gin·ger·y (jin'jə-rē) *adj.* 1. Having the spicy flavor of ginger. 2. Sharp and pungent; biting: *a gingery remark*. 3. Strong brown. See **color**.
ging·ham (ging'əm) *n.* A yarn-dyed cotton fabric woven in stripes, checks, plaids, or solid colors. [Dutch *gingang*, from Malay *ginggang*, *génggang*, "interspace."]

c.____

gin[2] (jin) *n.* 1. Any of several machines or devices, as: **a.** A machine for hoisting or moving heavy objects. **b.** A pile driver. **c.** A snare or trap for game. **d.** A pump operated by a windmill. 2. A **cotton gin** (*see*). —*tr.v.* **ginned, ginning, gins.** 1. To remove the seeds from (cotton) with a gin. 2. To trap in a gin. [Middle English *gin*, short for *engin*, ENGINE.]
gin[3] (jin) *n.* A card game, **gin rummy** (*see*).

d.____

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31. How many definitions are given for ginger? Circle the correct answer.

a. five
b. six
c. two
d. eleven

gin·ger (jin'jər) *n.* 1. A plant, *Zingiber officinale*, of tropical Asia, having yellowish-green flowers and a pungent, aromatic rootstock. 2. The rootstock of this plant, often dried and powdered and used as flavoring, or, in sugared form, as a sweetmeat. 3. Any of various other plants of the family Zingiberaceae, having variously colored, often fragrant flowers. 4. The **wild ginger** *(see)*. 5. Strong brown. See **color**. 6. *Informal* Liveliness; vigor; pep.

32. Using this table of contents, what page would you turn to first to find information about what adults wore in colonial times? Circle your answer.

a. 12 b. 37
c. 22 d. 32

Table of Contents

Weaving and Spinning.....22
Men and Women's Clothing in Colonial Times.....32
Children's Clothes.....37
Colonial Schools.....42

33. The term "busy as a bee" means what? Circle your answer.

a. The bee is at work.
b. You are busy at work.
c. The bee is busy collecting honey.
d. You are busy collecting honey.

34. You have just gotten a new job. You are excited about this and want to share this news with a friend. Write a letter to one of your friends telling him/her about your new job. Use her/his address when addressing the envelope.

Use this space to write your letter.

Address this envelope.

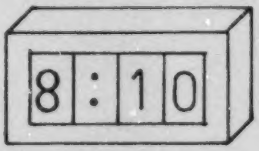
II. MATH

1. DIRECTIONS: (To be read orally by the teacher.) Fill in the blanks with the missing numbers.

1, 2,____, 4, 5,____,____, 8,____, 10,____, 12, 13,
14,____,____, 17,____, 19,____.

DIRECTIONS: (To be read orally by the teacher.) Match the two times that are the same by drawing a line from one to the other.

2.



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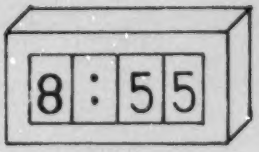

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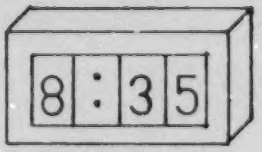
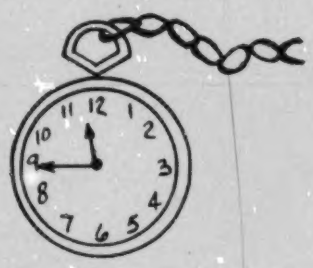


DIRECTIONS: (To be read orally by the teacher.) Fill in the blank with the correct time.

5.

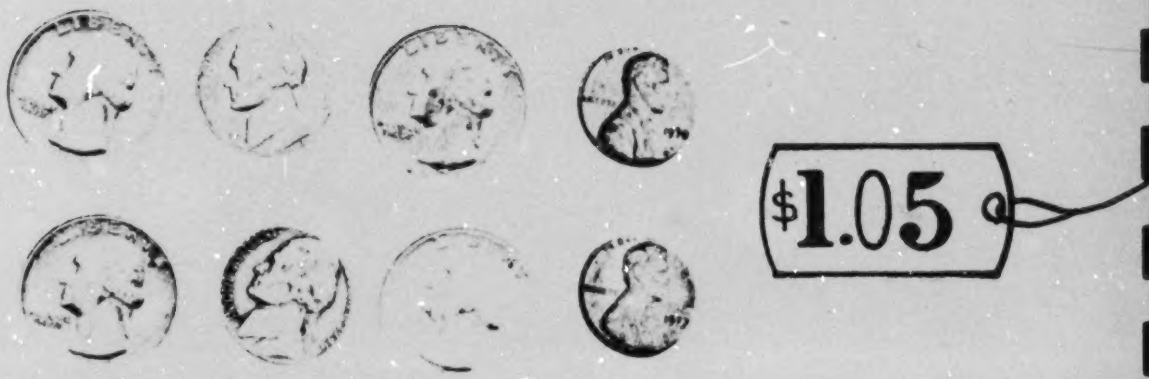
6. 

7.

5._____ 6._____ 7._____

DIRECTIONS: (To be read orally by the teacher.) Put an X on the coins to equal the price tag shown.

8.

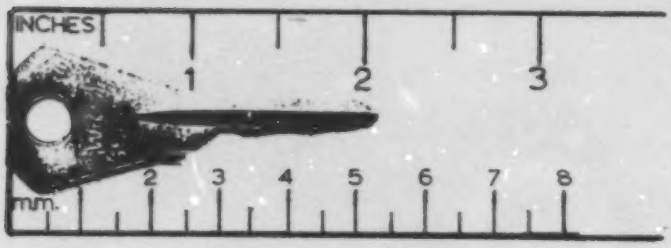
9. 

DIRECTIONS: To be read orally by the teacher. Read each question and write your answer in the space provided.

10. How long is the key?

a. _____ inches

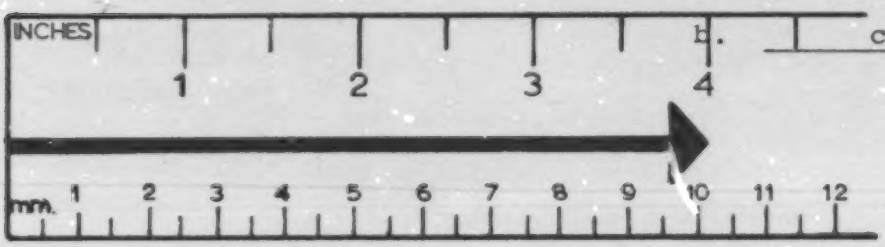
b. _____ centimeters



11. How long is the arrow?

a. _____ inches

b. _____ centimeters



DIRECTIONS: (To be read orally by the teacher.) Use the calendar below to answer the following questions. Circle your answer.

S	M	T	W	T	F	S
JULY						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	T	F	S
SEPTEMBER						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

12. In the month of July, the twenty-second falls on what day of the week?

a. Saturday
b. Wednesday
c. Sunday
d. Monday

13. If you are paid every Monday, how many paychecks will you receive in the month of July?

a. 1
b. 2
c. 4
d. 5

14. The first day of September falls on what day of the week?

a. Sunday
b. Monday
c. Saturday
d. Friday

DIRECTIONS: Solve the following problems.

15. $\begin{array}{r} 6 \\ +\ 3 \\ \hline \end{array}$

16. $\begin{array}{r} 25 \\ +\ 4 \\ \hline \end{array}$

17. $\begin{array}{r} 79 \\ +\ 8 \\ \hline \end{array}$

18. $\begin{array}{r} 227 \\ +\ 65 \\ \hline \end{array}$

19. $\begin{array}{r} 5 \\ 8 \\ +\ 7 \\ \hline \end{array}$

20. John went to the store. He got a newspaper for 25¢. He also got a pack of gum for 24¢. How much did he spend?

21. Mr. Carpenter had to go to the supermarket for his wife. He bought a can of corn which cost forty-three cents and two apples for forty-eight cents. What was the total cost for these things?

22. $\begin{array}{r} 6 \\ -\ 4 \\ \hline \end{array}$

23. $\begin{array}{r} 59 \\ -\ 7 \\ \hline \end{array}$

24. $\begin{array}{r} 64 \\ -\ 23 \\ \hline \end{array}$

25. $\begin{array}{r} 13 \\ -\ 7 \\ \hline \end{array}$

26. $\begin{array}{r} 74 \\ -\ 38 \\ \hline \end{array}$

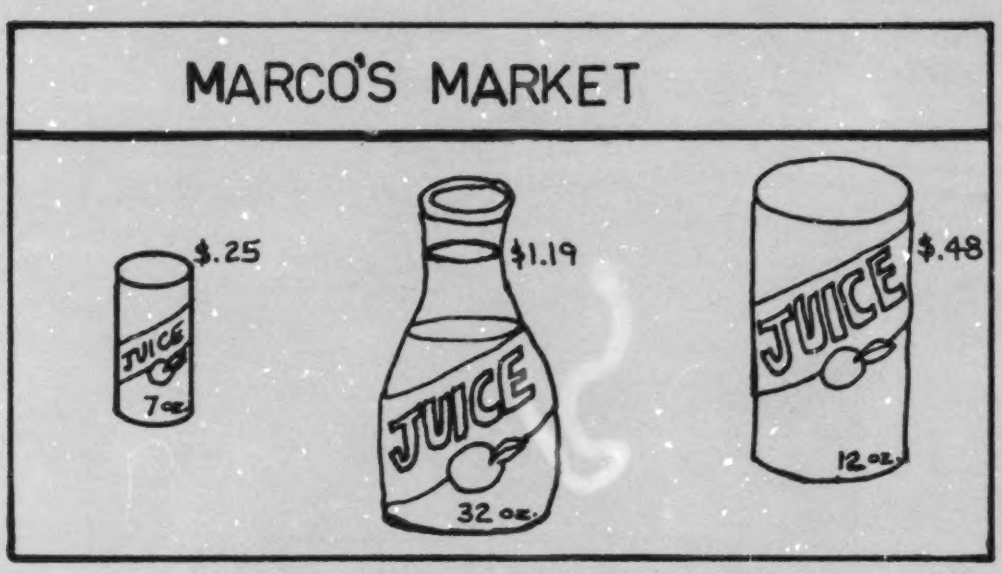
27. $\begin{array}{r} 40 \\ -\ 7 \\ \hline \end{array}$

28. $\begin{array}{r} 600 \\ -\ 78 \\ \hline \end{array}$

29. Mrs. Price and her family were going on a trip to Troy, Alabama, which is 49 miles from their home. They stopped for gas after they had gone 20 miles. How much farther did they have to go?

DIRECTIONS: Read the following and answer the questions.

Mrs. Jones and Mrs. Davis are on a committee to plan a party to celebrate Super Bowl XV. A local market sells juice in three different sizes. Study the advertisement and answer the questions below.



30. Put the following sizes of juice containers in order from smallest to the largest. Include those pictured in the ad:

10 ounces; 4 ounces, 28 ounces

1._____ 2._____ 3._____ 4._____ 5._____ 6._____

31. Which Super Bowl is being celebrated? Circle your answer.

a. ten
b. five
c. fifteen
d. fourteen

32. How much juice would Mrs. Jones have if she bought the 7 ounces, 12 ounces, and the 32 ounces? Circle your answer.

a. 51 ounces
b. 19 ounces
c. 40 ounces
d. 2 ounces

33. Five 7 ounce bottles contain 35 ounces. How much more would be contained in five 12 ounce bottles? Circle your answer.

a. 60 ounces
b. 25 ounces
c. 245 ounces
d. 23 ounces

34. The punch committee needed six 12 ounce bottles of juice, How many ounces would that be? Circle your answer.

a. 15 ounces
b. 18 ounces
c. 612 ounces
d. 72 ounces

35. The punch committee is measuring juice in pints, not ounces. There are sixteen ounces in a pint. How much juice is in the $.48 can? Circle your answer.

a. 3 pints
b. 6 pints
c. 10 pints
d. 2 pints

DIRECTIONS: Solve the following problems.

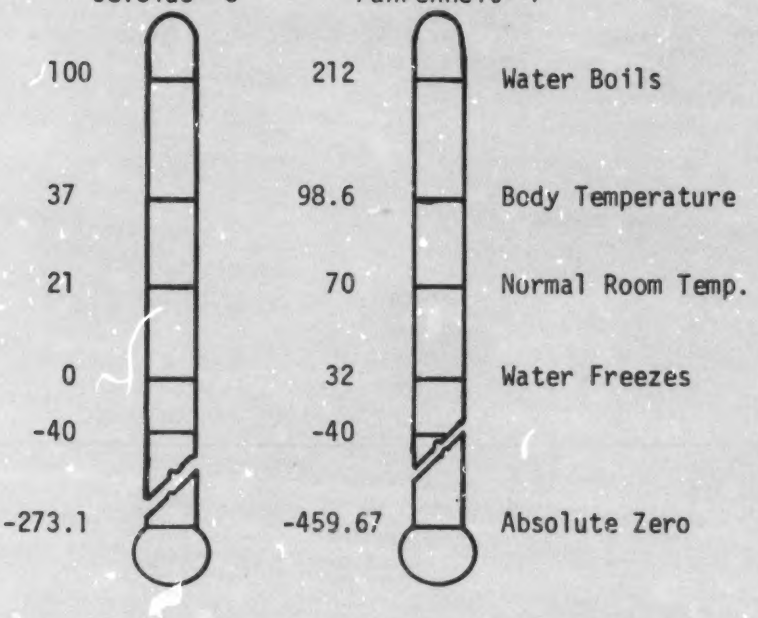
36. $\begin{array}{r} 9 \\ \times\ 4 \\ \hline \end{array}$

37. $\begin{array}{r} 6 \\ \times\ 0 \\ \hline \end{array}$

38. $5\overline{)25}$

39. $7\overline{)49}$

DIRECTIONS: Use the thermometers to answer the questions below. Circle your answer.



40. The freezing point for water is:

a. 32° F
b. 98.6° F
c. 0° C
d. 12° F

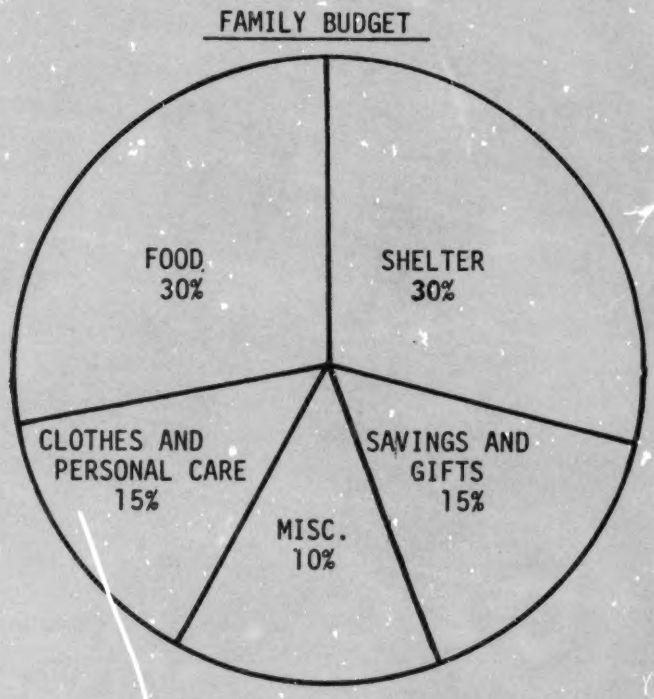
41. Normal body temperature is:

a. 100° F
b. 37° C
c. 32° F
d. 21° C

42. Boiling point for water is:

a. 100° F
b. 212° F
c. 0° C
d. 100° C

DIRECTIONS: Study the graph and answer the questions.



43. Use the graph above to answer the following question. Circle your answer. How much of the family budget should be spent on shelter?

a. 10%
b. $25.00
c. 30%
d. $300.00

44. The smallest amount of the family budget should be spent on: Circle your answer.

a. food
b. clothing
c. savings
d. miscellaneous

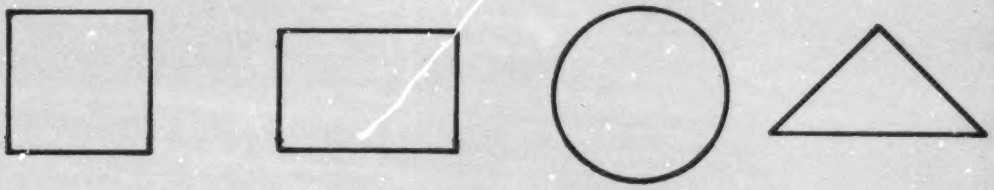
DIRECTIONS: Circle the correct answer:

45. How much do you think <u>all</u> of these groceries would cost?

a. $29.00
b. $99.00
c. $7.00
d. $65.00

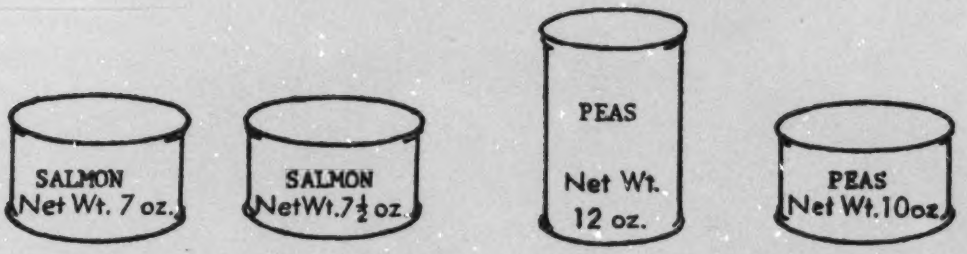
46. Match the correct number to the sign.

1. Circle 2. Triangle 3. Rectangle 4. Square



a._____ b._____ c._____ d._____

47. Circle the best buy for your money.



SECTION B

Student Assessment Copy

Section B: Student Assessment Copy

I. READING/LANGUAGE

DIRECTIONS: Read the following story and answer each question. Circle your answer.

The tennis club of a large city sold T-shirts. They hoped to build onto their tennis building. The new addition would include two new racquet ball courts. To encourage sales, a prize was given to the person who sold the most T-shirts. Mr. Jones sold 35 T-shirts. Mr. Henry sold 52. Mrs. Andrews sold 70 T-shirts and Sam Franklin sold 61. The tennis club planned to begin building the new courts in May.

1. Which word means the opposite of sold?

   a. select
   b. purchase
   c. sell

2. Which word means the same as raise funds?

   a. lower
   b. earn
   c. sell

3. Which would be a good title for the story?

   a. A Tennis Club
   b. Racquet Ball
   c. A New Building

4. When does the club hope to begin construction?

   a. September
   b. March
   c. May

5. Who will get the prize?

   a. Mrs. Andrews
   b. Mr. Henry
   c. Mr. Jackson

6. How many more men sold shirts than women?

   a. 2
   b. 3
   c. 4

7. What club sponsored the T-shirt sale?

   a. athletic club
   b. tennis club
   c. racquet club

8. How many words are capitalized in the first sentence?

   a. 0
   b. 2
   c. 1

9. What punctation mark is at the end of each sentence?

   a. exclamation mark
   b. period
   c. question mark

DIRECTIONS: Study the ad below and answer the questions that follow.

WOOZIE'S PAYING TOP DOLLAR
FOR GOLD & SILVER IN ANY CONDITION
Saturday, Sunday, Monday
Feb. 16-17-18 / 10 a.m. - 7 p.m.
BUYING SCRAP GOLD
Anything marked 10K- 14K - 18K
★ Wedding Bands
★ Class Rings
★ Dental Gold
GOLF COURSE
CLAIRMONT AVE.
28TH ST.
WOOZIE'S
29TH ST.
PAYING CASH FOR STERLING SILVER
In Any Condition
(Forks, spoons, plates, tea sets, candleholders, etc.)
EACH ITEM MUST BE STAMPED STERLING!
PAYING CASH FOR SILVER DOLLARS — 1935 & BEFORE!
PAYING CASH FOR SILVER COINS — 1964 & BEFORE
Half Dollars — $8
Quarters — $4
Dimes — $1.60
Half Dollars — 1965-1969 $2
WOOZIE'S

10. On what days is the scrap gold sold?

a. Monday, Tuesday, Wednesday
b. Sunday, Saturday, Monday
c. Wednesday, Thursday, Friday

11. Where is Woozie's located?

    a. 38th Street
    b. 39th Street
    c. Clairmont Avenue

12. What will you receive for a half dollar (silver coin, 1964 and before)?

    a. $8.00
    b. $1.60
    c. $3.00

13. What is the main idea of this ad?

    a. selling coins
    b. buying coins
    c. buying gold
    d. all of the above

14. What is the title of this ad?

    a. Gold and Silver
    b. Buying Scrap Gold
    c. Woozie's Paying Top Dollar

15. DIRECTIONS: Read the article and fill in the outline below it.

Susan, James, and John are members of the same community. They worship together every Sunday morning. After Sunday services, they go into the community to visit sick members and discuss the Bible with them. By being friendly and devoted, Susan, James and John are trying to make the world a better place in which to live.

A. Title _____

B. Friends
   1.
   2.
   3.

C. Projects done together
1.

2.

D. Goals for all
1.

2.

16. You have just bought a new Ford. After driving it only 2,000 miles, the battery fails. You take it back to the dealer and ask them to fix it. They say they will, but it is going to cost $50.00. You tell them that this is not fair. The man laughs and says, "If you want your car, pay us the money." You go home and decide to write a letter to the company.

Write the letter telling about your problem. The company's address is:

Southeast Ford Motor Company
1209 Main Street
Atlanta, Georgia 35689

Address the envelope below to the company.

Use this space to write the letter to the company.

II. MATH

DIRECTIONS: Study the newspaper ad and answer the following questions.

What is the sale price of the following articles?

1. Chain necklace _____

2. Heart Earrings _____

20% off
All Citation™ jewelry

E. A dazzling way to liven up your wardrobe. In silver-tone or gold-tone metal. Now at bright savings.

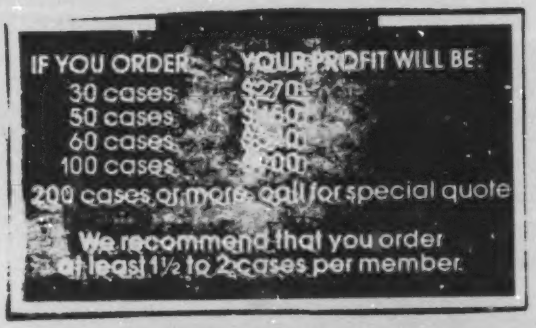
	Reg.
18" chain	6.00
Heart earrings	5.00
Chain necklace	15.00
Hoop earrings	5.50
Charm necklace	12.50
Bangle bracelet	4.00
Heart pendant	4.00
Butterfly pendant	3.50

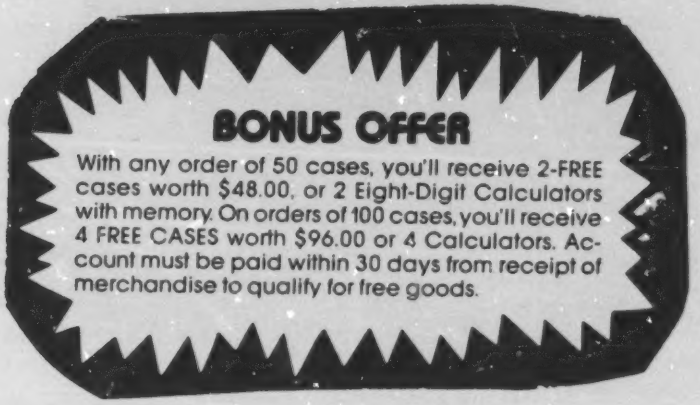
$180.00
ONLY $30.00 DOWN
AND $14.00 MONTHLY
FOR 1 YEAR

3. Suppose you wanted to buy a T.V. for $180.00, but did not have the money. If you bought the T.V. on the installment plan, how much would it cost?

Refer to the illustration.

4. Using the rate of $9.00 per square yard. compute the cost of carpet for a room which measures 12 feet long and 10 feet wide.


IF YOU ORDER
YOUR PROFIT WILL BE:
30 cases
50 cases
60 cases
100 cases
200 cases or more call for special quote
We recommend that you order
at least 1½ to 2 cases per member.


BONUS OFFER
With any order of 50 cases, you'll receive 2-FREE cases worth $48.00, or 2 Eight-Digit Calculators with memory. On orders of 100 cases, you'll receive 4 FREE CASES worth $96.00 or 4 Calculators. Account must be paid within 30 days from receipt of merchandise to qualify for free goods.

5. The senior class of J. S. Abrams is selling candy. If they sell 100 cases of Snickers, how much profit will they make? Include the bonus offer.

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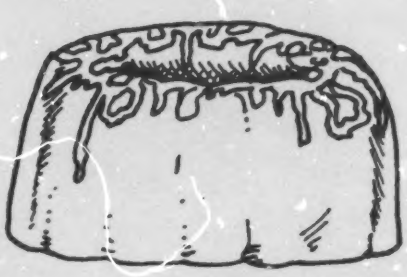
6. Mrs. Suzan is making Cranberry-Nut Coffee Cake for a party. The recipe serves nine people, but Mrs. Suzan has invited 18 people. Compute the amount of each ingredient needed to serve 18 people.

CRANBERRY-NUT COFFEE CAKE

1/4 cup brown sugar (packed)
1/2 cup choppod walnuts
1/4 teaspoon cinnamon
2 cups Bisquick baking mix
2 tablespoons granulated sugar
1 egg
2/3 cup water or milk
2/3 cup whole cranberry sauce
Confectioners' Sugar Icing

Heat oven to 400°. Grease square pan, 9x9x2 inches. Mix brown suga walnuts and cinnamon. Combine baking mix, granulated sugar, egg and water; beat vigorously ½ minute. Spread in pan; sprinkle with nut mixture. Spoon cranberry sauce over top. Bake *20 to 25 minutes*. While warm, spread with Confectioners' Sugar Icing. *9 servings*.



7. DIRECTIONS: Refer to the newspaper ad below and answer the question that follows.

A&P SALTED OR UNSALTED
SALTINE CRACKERS
16-OZ. BOX
49¢
RED, VERY BERRY, GRAPE OR LO-CAL RED
HAWAIIAN PUNCH
46-OZ. CAN
59¢
KEEBLER Elfwich Cookies 14-OZ. PKG. 99¢
NABISCO Nilla Wafers 12 OZ. PKG. 83¢
A&P SUGAR HONEY Graham Crackers 16 OZ. BOX 69¢
McCORMICK Vanilla Extract 2 OZ. SIZE $1.75
McCORMICK GROUND Black Pepper 1 OZ. SIZE 53¢
ANN PAGE STRAWBERRY Preserves 16 OZ. JAR 89¢
ANN PAGE ORANGE Marmalade 16 OZ. JAR 59¢
ANN PAGE CREAMY OR KRUNCHY Peanut Butter 48 OZ. JAR $2.69
MARVEL Lunch Napkins 140 CT. PKG. 59¢
KELLOGGS SUGAR Frosted Flakes 20 OZ. BOX $1.39
KELLOGGS Sugar Smacks 18 OZ. BOX $1.39
FRITO LAY 6-OZ. BARBECUE OR REGULAR Potato Chips 7½ OZ. BAG 79¢
FRITO LAY SOUR CREAM & ONION Potato Chips 6 OZ BAG 79¢
A&P Salted Cashews 6 OZ. CAN $1.49
A&P Red Pistachios 6 OZ. CAN $1.59
SAVE WITH A&P's ACTION-PRICED GROCERY PRODUCTS

Mary purchased the following items that were advertised in the above newspaper ad. Find the total cost of the items plus 6% sales tax.

2 boxes of black pepper
1 box of frosted flakes
3 bags of potato chips
1 jar of peanut butter
2 boxes of graham crackers
1 jar of preserves

DIRECTIONS: Solve each problem.

8. $\frac{2}{3} \times \frac{1}{2} =$ _____

9. $6\frac{1}{4} - 3\frac{2}{4} =$ _____

10. $7\frac{2}{3} - 3\frac{1}{3} =$ _____

11. $1\frac{1}{2} + 2\frac{3}{4} =$ _____

Fill in the blank in the fractions.

12. $7\frac{2}{3} = \frac{\quad}{3}$

13. $1\frac{4}{8} = \frac{\quad}{8}$

14. $\frac{5}{12} = \frac{\quad}{12}$

15. $3\frac{1}{2} = 2\frac{\quad}{2}$

Reduce to lowest terms:

16. $\frac{8}{7} =$ _____

17. $\frac{10}{12} =$ _____

18. $\frac{7}{8} =$ _____

19. $\frac{16}{8} =$ _____

Change to a decimal form:

20. $\frac{1}{2} =$ _____

21. $\frac{3}{4} =$ _____

22. $\frac{2}{5} =$ _____

23. $\frac{1}{4} =$ _____

24. Add: .63 + 1.15 + .6 + 9 + 180 = _____

25. Subtract: 12.18 - .97 = _____

26. Does .09 x 82.6 equal 74.3, 73.34, 7.434, or .07434? _____

DIVIDE:

27. .5 ÷ 15 = _____

28. .5 ÷ 1.5 = _____

29. 5 ÷ 1.5 = _____

Express as percentages:

30. .68 = _____

31. 0.1 = _____

32. 10 = _____

33. 1.6 = _____

Express as a decimal:

34. 68% = _____

35. 7.5% = _____

36. 1.12% = _____

37. 75% = _____

Change to square yards:

38. 27 sq. ft. = _____sq. yds.

39. 390 sq. ft. = _____sq. yds.

40. Using the formula: A = L x W, find A if:

L = 20 feet and W = 12 feet _____

SECTION E

Student Assessment Copy

I. WRITING

Capitalization

DIRECTIONS: Each question below has four letters underlined. Some of these letters are incorrectly capitalized or need to be capitalized. Circle the number which is incorrect.

1. Our minister, the reverend mr. Stuart, was born in Ireland.
   1 2 3 4

2. John lives with Mary at 2000 east fourteenth Street.
   1 2 3 4

Punctuation

DIRECTIONS: Each question below has four or more punctuation marks underlined. One of these marks may be incorrectly used. Circle the incorrect mark or marks in each sentence. If there is no error, mark your paper "#5, no error."

3. Due to the cold winter flu-like weather; 1 many pharmacists have ordered an extra supply of drugs; 2 penicillin, 3 antihistamines, 4 and antiobiotics.

4. "Please deliver my order", Robert requested, because I
   1 23 4
   need it immediately.

Structure and Diction

DIRECTIONS: Each sentence below will show your ability to apply rules and conventions of grammar and usage. Circle the incorrect numbers.

5. He should walk slow, diet regular, and try and lose weight.
   1 2 3 4

6. They was enthused about the possibility of winning an
   1 2 3
   an Olympic Gold Medal and competition in Russia.
   4

7. A funny-looking dog was roaming the neighborhood and went
   1 2
   too the trash cans looking for food.
   3 4

Style

DIRECTIONS: Circle the best revision of the underlined portion of the following sentence.

8. Sitting on the longest limb of the pine tree, Mrs. Robinson saw a red-breasted robin.

   a. Sitting on the longest limb of the pine tree; Mrs. Robinson saw a red-breasted robin.
   b. Mrs. Robinson saw a red-breasted robin sitting on the longest branch of the pine tree.
   c. no change

II. READING

Practical

DIRECTIONS: Read the following passage then answer the questions. Circle your answer.

"Measuring for Window Shades"

These can be mounted inside or outside the casing-the decision is up to you. To fit the shades inside the casing, measure the top of the window from one inside edge of the frame to the other-this will give you your "tip-to-tip in-box" measurement. Provide this measurement when ordering, and specify you want an allowance made for brackets. To determine length, measure the window opening top to bottom, and order your shade at least eight inches longer.

When shades are installed outside the casing, the brackets are usually mounted in the center of the trim. Measure between these two points to determine shade width. For length, measure from the middle of the top casing to the sill, and plan for an additional eight inches of window shade.

9. To measure and install window shades you will need to know:

   a. how to get the "tip-to-tip in-box" measurements for outside casement mounting
   b. know the address of the shade department manager at Sears & Roebuck Company
   c. both inside and outside measurements of the window, width and length
   d. how to mount the shades at the end of the trim and split the difference

RECIPE
Souffle Pancakes

3 egg yolks
3 T. Pancake Mix
3 T. Sour Cream
¼ t. salt
3 egg whites

Beat egg yolks until thick. Fold in pancake mix, sour cream, and salt. Beat egg whites until stiff, but not dry. Fold carefully into egg mixture. Drop by the tablespoonfull on a hot well-greased griddle. Bake until golden brown on both sides. Serve with favorite syrup, honey, or fruit sauce

10. Which would be the right way to mix the pancake ingredients?

   a. mix all ingredients at one time
   b. fold in sour cream, egg whites, and salt
   c. mix flour, eggs and salt
   d. beat yolks, fold pancake mix, sour cream and salt, add beaten whites by folding
   e. dump everything at once and stir slowly

11. The pancake recipe calls for:

a. yolks, sour cream, salt
b. both egg whites and egg yolks
c. egg whites, pancake mix, and salt
d. sour cream, salt and pancake mix
e. egg yolks, pancake mix, and salt

Finding the Main Idea

DIRECTIONS: Read the passage below and answer the questions that follow. Circle the correct answer.

Scientists from around the world are sending warning signals to the millions who smoke marijuana: mounting evidence indicates that pot smokers may be unwittingly damaging their brains, and decreasing their chances of conceiving and producing completely healthy offspring.

The warnings have emerged from recent gatherings of scientists reporting on their latest research. In July, 1978, at the International Symposium on Marijuana held in Reims, France, some fifty researchers from fourteen countries presented new studies about marijuana's injurious effects on reproduction, lungs, cellular metabolism and the brain.

Of course, most people who use pot are not criminals, anymore than those millions of us who violate traffic laws are criminals. But even those of us who violate traffic laws understand that we must have such laws, that to

abolish them would be to descend into chaos. (Excerpts from "Marijuana Alert, Brain and Sex Damage" by Peggy Mann and "Enemy of Youth" by Walter X. Lehmann, M.D., Reader's Digest Association, Inc., December, 1979).

12. The International Symposium on Marijuana was held in:

a. July, 1979 at Tams, Germany
b. June, 1978 at Rangers, France
c. July, 1977 at Reems, France
d. July, 1978 at Raleigh
e. July, 1 78 at Reims, France

13. Research scientists discovered that marijuana had injurious effects on:

a. lungs, cells, ovaries, and brains
b. metabolism, lungs and prostate glands
c. metabolism of cells, reproduction organs, lungs and brain
d. brains, lungs, cells, and ovaries
e. cellular metabolism, males and females, lungs

14. The writer thinks most pot smokers are:

a. criminals who need to be punished
b. criminals but not worse than traffic offenders
c. not criminals but violate traffic laws
d. persons who must respond to a law to control marijuana smoking
e. chaotic law breakers and cannot help it

Figurative Language

DIRECTIONS: Circle the correct answers.

15. "The sun sank like a blaze in the western sky" expresses a:

a. personification
b. metaphor
c. simile
d. none of the above

16. "The sun smiled at the sandy white shore" means:

a. She painted the shore white.
b. The sun shone on the beach.
c. The sun fell on the sand.

III. SOCIAL STUDIES

DIRECTIONS: Read the passage and answer the questions that follow. Circle the correct answer.

On January 11, 1861, Alabama seceded from the Union, becoming the Republic of Alabama. On February 8, 1861, Alabama joined the Confederacy. Montgomery became the first capital of the Confederacy, and Jefferson Davis was inaugurated President on the portico of the fine old capitol which means that Montgomery served as a world capital and still retains that particular dignity and sophistication.

Federal troops held the Tennessee Valley after 1862, and in 1864 Admiral D. G. Farragut was the victor in the great Battle of Mobile Bay. This was the occasion of Farragut's historic command, "Damn the torpedoes. Full speed ahead."

In spite of decisive defeats, most of Alabama was not occupied by Federal troops until 1865.

During Reconstruction, the state was ruled by a regime of carpetbaggers and scalawags. The agricultural economy was ruined and little progress was made other than a meager expansion of coal and iron mining. This, however, marked the beginning of industrial growth in Alabama.

17. The title that best expressed the ideas of this passage is:

a. Revolutionary War Days
b. Carpetbaggers and Scalawags
c. Battle of Mobile Bay
d. Confederacy - War Between the States

18. In Alabama, the most significant event that occurred in 1861 was:

a. Tennessee Valley controlled by Federal troops
b. Victory at the Battle of Mobile Bay
c. Secession from the Union, becoming the Republic of Alabama
d. The downfall of the agricultural economy

19. In 1861, Alabama joined the Confederacy and:

a. Montgomery became its first capitol
b. Federal troops moved immediately into the new capitol of the Confederacy
c. The agricultural economy went into an immediate downgrade.
d. This caused an immediate upsurging in the industrial growth.

IV. EARTH SCIENCE

DIRECTIONS: Read the passage below and answer the questions that follow. Circle the correct answer.

From July 1, 1957, to December 31, 1958, the largest, most concerted scientific endeavor in history took place. It was called the International Geophysical Year (IGY). IGY represents a significant milepost in man's study of the earth. The scope and depth of this unprecendented exploration of our environment can be better understood by noting a few statistics. More than 10,000 scientists from 66 nations participated in the study. Approximately 2,000 stations for observing natural phenomena were established throughout the world.

The reason for this concerted effort was man's need for a more complete knowledge of his environment. This need has two important facets. First, man's intellectual curiosity needs to be satisfied. From the earliest times, history is a record of man's desire to have a more profound understanding of the earth and the universe. Second, a more complete knowledge of our environment can lead to an increased ability to control the forces within and around the earth.

IGY studies were essentially divided into three

categories: (1) A study of the earth's structure and interior was made. This study called for the skills of the seismologists, geologists, geochemists, and geophysicists. (2) A study of the earth's atmosphere and hydrosphere was also undertaken. Meteorologists, glaciologists, and oceanologists carried out this portion of the work. (3) The physics of the upper atmosphere was investigated.

IGY studies resulted in the collection of a great deal of data. To make this data readily available to anyone who wanted to us it, three world data centers were established: one in Russia, one in western Europe, and one in the United States. Each center received a complete set of all basic data.

The idea of combining the resources--intellectual and material--of all the people of the world represents a breakthrough in man's scientific endeavors. The accomplishments of IGY are a giant stride toward the goal of complete understanding of our earth-space environment.

20. The title below that best expresses the ideas of this passage is:

a. Cooperative Effort of the U.S. and Russia
b. Three World Data Centers Established
c. Cooperative Effort Yields a Breakthrough in Science
d. Meteorologists, Glaciologists and Oceanologists

21. The International Geophysical Year

a. was a significant milepost in man's study of the earth
b. was a study of the earth's structure and interior
c. study resulted in a tremendous amount of data which had no practical value to scientists.
d. study made data available to only Russia and United States

22. The tone of the whole passage was

a. sarcastic
b. insincere
c. cooperative
d. predetermined

23. In the passage, the term "milepost" would represent:

a. a land marker
b. a relatively long distance
c. an achievement
d. a negative response to the study

V. MATH

24. Borrowing Money: How much interest must be paid on a loan of $1200 at 6% a year for 4 years?

DIRECTIONS: Fill in the missing equivalents:

FRACTION	DECIMAL	PERCENT
25.		60%
26. 1/12		
27.		33 1/3%

	FRACTION	DECIMAL	PERCENT
28.		.625	
29.	3/4		

Solve the problems which follow.

ADD:

30. $\frac{3}{4} + \frac{1}{3} + \frac{1}{2} =$ _____

31.
$$\begin{array}{r} 304.79 \\ .29 \\ +\ 7.10 \\ \hline \end{array}$$

SUBTRACT:

32. $3\frac{1}{4} - \frac{2}{3} =$ _____

33.
$$\begin{array}{r} 10.6 \\ -\ .9 \\ \hline \end{array}$$

MULTIPLY:

34. $\frac{5}{8} \times \frac{2}{3} =$ _____

35.
$$\begin{array}{r} 803.26 \\ \times\ 4.85 \\ \hline \end{array}$$

DIVIDE:

36. $4\frac{1}{3} \div \frac{5}{6} =$ _____

37. 1518.75 - 24.3 = _____

38. If Joyce's salary was increased from $120.00 to $150.00 per week, what was the percentage increase in her salary?

39. What is the perimeter of a rectangle that is twice as long as it is wide if it is 10 feet 5 inches wide?

40. What would be the cost of exacavating a basement to measure 54 feet by 40 feet by 12 feet at $3.00 per cubic yard?

41. Find the area of a circle whose radius is 3.5 feet.

42. Solve these equations.

a. $5X + 3 = 18$ b. $8X - 5 = 5X + 10$

c. $5(3X+1) = 5(2X+3)$

43. If 15 is added to two times a certain number the results is 55. What is the number.

ANSWER KEYS

SECTIONS

A, B, E

I. READING AND LANGUAGE

1.

a	**a**	e	i	o	u
b	d	c	p	**b**	**b**
G	H	F	**G**	P	G
B	W	Z	**B**	P	**B**
T	F	**T**	U	M	J
h	j	p	**h**	n	**h**
d	b	p	**d**	b	q
D	C	A	**D**	P	**D**
F	E	**F**	L	Z	**F**
3	5	4	7	**3**	9

6	2	3	9	**6**	5
8	7	5	**8**	6	3
9	6	**9**	8	3	9
¢	$	**¢**	%	=	**¢**
$	¢	=	-	**$**	s
=	**=**	-	0	$	¢
+	x	**+**	-	0	¢
-	=	+	**-**	¢	c

barn	bar	nrab	**barn**
work	walk	krow	**work**
name	came	same	**name**

2.
a. no
b. yes
c. yes
d. no
e. no
f. no

3.
a. new supermarket
b. one six blocks away
c. dairy products and meats
d. eight
e. butter, ice cream, eggs, cheese
f. learner opinion

4.
a. ring
b. leaf
c. jar
d. star

5. a. 3
   b. 2
   c. 3
   d. 1

6. c

7. b

8. b

9. a

10. b

11. d

12. b

13. c

14. a

15. b

16. d

17. b

18. c

19. a

20. 3, 1, 4, 2

21. c

22. d

23. a. John
    b. a factory
    c. road was being repaved
    d. John getting to work
    e. in the morning

24. b

25. c

26. a

27. a

28. a. 3 b. 2

29. c

30. a. 4 b. 1
    c. 3 d. 2

31. b

32. d

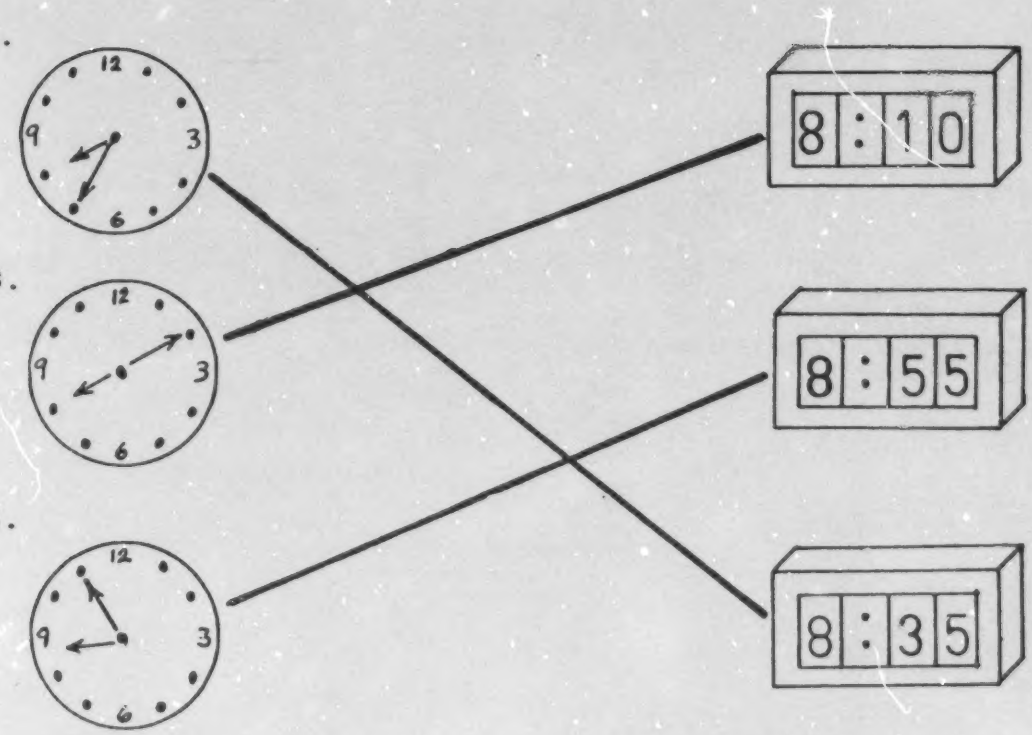
33. b

34. answers will vary

II. MATH

1. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

2.



3.

4.

5. 3:00 o'clock

6. 11:45 o'clock

7. 5:40 o'clock

8. Answers vary.

9. Answers vary.

10. 2 inches
    5 centimeters

11. 4 inches
    10 centimeters

12. C

13. D

14. C

15. 9

16. 29

17. 87

18. 292

19. 20

20. 49¢

21. 91¢

22. 2

23. 52

24. 41

25. 6

26. 36

27. 33

28. 522

29. 29

30. 1. 4 ounces
2. 7 ounces
3. 10 ounces
4. 16 ounces
5. 28 ounces
6. 32 ounces

31. C

32. A

33. A

34. D

35. B

36. 36

37. 0

38. 5

39. 7

40. C

41. B

42. B, D

43. C

44. D

45. C

46. a. 3 b. 2
c. 4 d. 1

47. 7½ ounce size
12 ounce size

Answer Keys
Section B Level II

I. READING/LANGUAGE

1. B
2. B
3. C
4. C
5. A
6. A
7. B
8. C
9. B
10. B
11. C
12. A
13. D
14. C
15. A. Titles will vary.
    B. 1. Susan
       2. James
       3. John
    C. 1. visit sick members
       2. discuss Bible
    D. 1. being friendly
       2. making world a better place in which to live
16. Letters will vary.

II. MATH

1. Chain Necklace: $12.00
2. Heart Earrings: $4.00
3. $198.00
4. $120.00
5. $996.00
6. ½ cup brown sugar
   1 cup walnuts
   ½ teaspoon cinnamon
   4 cups Bisquick
   4 tablespoons sugar
   2 eggs
   $1\frac{1}{3}$ cups water or milk
   $1\frac{1}{3}$ cups cranberry sauce
7. $10.37
8. $\frac{1}{3}$
9. $2\frac{3}{4}$
10. $4\frac{1}{3}$
11. $4\frac{1}{4}$
12. $\frac{23}{3}$
13. $\frac{12}{8}$
14. $\frac{5}{12}$
15. $2\frac{3}{2}$
16. $1\frac{1}{7}$
17. $\frac{5}{6}$
18. $\frac{7}{8}$
19. 2

20. .50

21. .75

22. .40

23. .25

24. 191.38

25. 11.21

26. 7.434

27. 30

28. 3

29. .3

30. 68%

31. 10%

32. 1000%

33. 160%

34. .68

35. .075

36. .0112

37. .75

38. 3 sq. yards

39. $43\frac{1}{3}$ sq. yards

40. 240 sq. feet

I. WRITING

Capitalization

1. 2, 3
2. 1, 2

Punctuation

3. 1
4. 2

Sentence Structure and Diction

5. 2, 3
6. 1, 2, 4
7. 1, 3, 4
8. B

II. READING

Practical

9. C
10. D
11. B
12. E
13. C
14. D
15. C
16. B

III. SOCIAL STUDIES

17. D
18. C
19. A

IV. EARTH SCIENCE

20. C
21. A
22. C
23. C

V. MATHEMATICS

24. $I = P \times R \times T$
    $I = \$288.00$
25. $\frac{3}{5}$ .60 60%
26. $\frac{1}{12}$ $.08\frac{1}{3}$ $8\frac{1}{3}\%$
27. $\frac{1}{3}$ $.33\frac{1}{3}$ $33\frac{1}{3}\%$
28. $\frac{5}{8}$ .625 62.5%
29. $\frac{3}{4}$ .75 75%
30. $1\frac{7}{12}$
31. 312.18
32. $2\frac{7}{12}$

33. 9.7

34. $\frac{5}{12}$

35. 3895.811

36. $5\frac{1}{5}$

37. 62.5

38. 25%

39. 62 feet 6 inches

40. 2880.00

41. 38.5 feet

42. a. 3
b. 5
c. 2

43. 20

APPENDIX 1

IDEAS TO CONSIDER

-- Diagnostic-Prescriptive Instruction

-- Dale's Cone of Experience

-- Writing Instructional Objectives

-- Selecting Activities and Materials

-- Daily Lesson Planning

-- Daily Evaluation of Learner's Progress

Diagnostic-Prescriptive Instruction

Diagnostic-prescriptive instruction for adult learners is a type of system approach to teaching. This method of teaching stresses careful assessment of each learner's needs as well as the level of development of his skills. This individual assessment helps the instructor determine what the learner can do, what his difficulties are, what the causes of his difficulties are, and what can be done to assist the learner in overcoming his difficulties. All in all, this type of instruction attempts to provide for individual differences which are found in each adult education class.

Although diagnostic-prescriptive programs differ, most of the programs have common elements so that some generalizations can be made about how they operate. The following steps describe the process.

1. Some type of assessment instrument is administered to determine the learner's approximate functional reading levels. These levels include the independent reading level, the instructional reading level, the frustration level.

2. This information is used by the teacher to select the appropriate test to administer to the learner.
3. When the assessment skills test is given, if the learner shows a lack of mastery of one or more skills, instruction is provided.
4. If the learner has more than one skill to master (according to the assessment skills test), the teacher selects one of the skills; writes a prescription, which includes the behavioral objective; and selects appropriate materials and teaching techniques to be used in instruction.
5. The learner is instructed either individually or as part of a group.
6. Following instruction of the learner, the teacher checks the items to determine if the learner had mastered the skills.
7. If the skill has been mastered, the teacher selects the next skill as indicated on the assessment skills test for the learner to master. The procedure in Steps 4, 5, and 6 is repeated.
8. Should the learner fail to master any one of the skills at any level, the teacher selects

new materials and techniques (preferably somewhat different but based on the same objective) and reteaches the skill. The learner is reevaluated to determine his compentency.

9. Once all of the skills at a specific level are mastered, the learner is given the assessment skills test for the next level. The teacher follows the procedure as described in Steps 3 through 8.

Diagnostic-prescriptive instruction does have several unique advantages according to a number of authorities:

1. It allows everyone--teachers, administrators, and students-- to operate within a clearly established set of guidelines which suggest what to do, how to do it, and how to determine when it should be done.
2. Many useless diagnostic evaluations are replaced by specific assessments which clearly prescribe instruction for a particular learner or group of learners.
3. Individualization of reading instruction is easier for the teacher and more productive for the learner.
4. It provides the teacher with a meaningful way to discuss the learner's progress with the

learner himself.

5. Plans are based on the learner's performance and directed toward specific learning tasks.
6. Only those skills that the learner has not mastered are taught. Practice is provided on those skills in which the learner needs to develop competence.
7. Specific skills may be taught to individuals or to groups.
8. Learners progress at their own rate, depending on their abilities.
9. Grouping of learners is made easier because they are grouped according to level of achievement.

The assessment instruments in the GIFT book should allow any adult education teacher who desires to assist a learner in his/her development to match the assessed student with appropriate instructional activities. Each teacher is encouraged to implement a diagnostic-prescriptive approach.

DALE'S CONE OF EXPERIENCE

Too often the learner lacks the experiencial background necessary to enable him to cope with the skills, knowledge, and procedures required for reading and understanding the printed word. Therefore, the teacher should move from concrete examples to abstract ideas and from active to passive activities to make the teaching-learning situation more effective.

To expect the learner to read the printed word, which is at the abstract level, will be a frustrating and unproductive experience for him if he does not possess the necessary skills and background of experience. To help the learner possess these skills and experiences, the teacher must realize that some students learn better and gain more understanding through one modality than another or through a combination of modalities. Consequently, the teacher should provide learning situations that include auditory, visual and kinesthetic experiences.

When using concrete/active experiences in the teaching-learning situations, such activities as direct experiences, contrived experiences, dramatization, demonstration, and field trips can be undertaken whereby the learner participates mentally, emotionally, and physically. These activities permit the learner to see, hear, handle, and

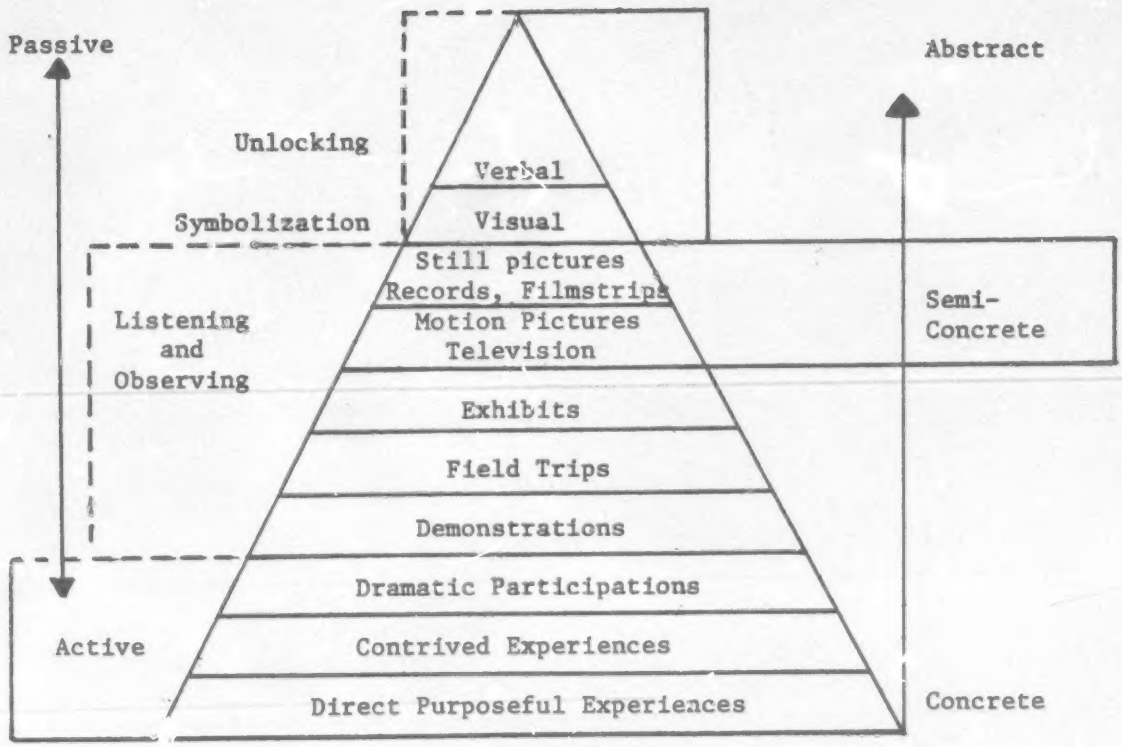
construct. Such activities also give him the opportunity to learn to deal with reality and to relate various experiences to his life. It is at the concrete level that the learner participates in the activity and then interprets the experience.

Although exhibits, T.V., motion pictures, filmstrips, tapes, records, etc., are less concrete in nature, each of them can be utilized to provide an effective learning experience for the learner. The experience the learner may obtain from any of these forms of activities may enhance his understanding of some topic or problem he later has an opportunity to read. At the semi-concrete level, the learner is chiefly an observer of the activity before he interprets the experience.

Activities which are abstract/passive in nature include interpreting symbols on maps, graphs and diagrams, and reading printed material. It is at this level that the learner is chiefly an interpreter of the material he reads.

As efficient as the printed word can be for communicating ideas, it can only be effective among those who can read and understand it. Therefore, it is only when the learner has the background, built up through multiple contacts with the most concrete kinds of experiences through experiences that are more and more abstract, that he is able

to handle with understanding material presented to him in print.



WRITING INSTRUCTIONAL OBJECTIVES

Instructional (behavioral) objectives are statements which describe what students will be able to do after completing instruction pertaining to a specific skill. Objectives should be written in behavioral terms and state clearly the expected performance.

A satisfactory instructional objective should meet the following criteria:

1. The condition - it describes the condition under which the desired behavior is to occur.
2. The behavior - it describes the type of behavior that is to occur as a result of instruction.
3. The acceptable performance - it defines the level of acceptable performance.

The following are three examples of instructional objectives:

1. An instructional objective appropriate for the Level I: Given two lists of words (the condition) the student will form compound words using words from the lists (the behavior), with 90% accuracy (the acceptable performance).
2. An instructional objective appropriate for the Level II: Given a list of definitions for the suffixes -ster, -ous, -ery, and sentences using words with these suffixes, the student will match the suffix definition with the word according to its use in a sentence with 90% accuracy.
3. An instructional objective appropriate for the GED Level: Given a short selection, the student will indicate the main idea and important details through underlining, block diagram, or outlining with 90% accuracy.

An instructional objective is the result that should follow instruction and not the instructional activity itself. The objective is stated in terms of learner behavior rather than in terms of teacher behavior. It might be helpful for a teacher to distinguish between behavioral objectives (an outcome objective) and process objectives. A process objective is a statement of what the teacher can do to bring about the desired behavioral objective. An example of a process object would be: "Introduce the consonant blend--bl."

Since instructional objectives need to be specific they tend to overemphasize the cognitive processes and skills and underemphasize the affective processes. The cognitive domain involves knowledge, its use and application, and its analysis and synthesis. The affective domain involves attitudes, values and beliefs that determine how a student relates to his environment. Affective objectives should be included although they will not be as specific in the acceptable performance as cognitive objectives.

SELECTING ACTIVITIES AND MATERIALS

Selecting activities which are appropriate to a learner's instructional level requires building upon the learner's present skills to develop new skills.

Instructional objectives determine the skill to be taught. Activities must be structured so they provide the learner with the opportunity to acquire the skills defined in the instructional objective. The activities must be directly related to the objective and be apprporiate to the learner.

Activities need to be both appropriate and effective. Activities can be evaluated as a single instructional unit or as a continuing process. If the learner responds to an activity in the expected manner, then the activity (as a

single instructional unit) is appropriate. However, an activitiy may be approoriate yet be ineffective if it does not achieve the desired behavior (outcome).

Appropriateness is determined by the learner's response and effectiveness is determined by whether or not it meets the criteria described in the instructional objective.

Materials should be screened for subject matter content; be on the learner's instructional level; and be both effective and appropriate. Materials may be either commercially prepared or teacher made.

DAILY LESSON PLANNING

The teacher develops daily lesson plans for each student based on that student's needs. Instruction should begin at the student's independent level, and, as much as possible, learning should be based upon strengths rather than weaknesses.

Students should be aware of the purposes of the various activities. The learners should have an opportunity to express their opinions and make suggestions about the lesson plans. Whenever possible, their suggestions should be used in developing lesson plans.

Daily lesson plans should include the following items:

1. Learner's name
2. Date
3. Skill(s) being worked on
4. Activities and time allowed
5. Progress made
6. Comments

DAILY EVALUATION OF LEARNER'S PROGRESS

Daily evaluation is of paramount importance because it not only allows the teacher to be constantly aware of the learner's progress, it is also an effective means for maintaining insight to the learner's strengths, weaknesses, and needs.

One procedure the teacher can utilize in making daily evaluation is direct observation. When listening is included with looking, observation is one of the best means for obtaining evidence on ability, behavior, interests, attitudes, responsibility, independence, etc. Situations can be arranged by the teacher for observing specific reading activities, behavior, etc. in which evidence is wanted. Since ability to observe accurately is essential, the following guides are offered for improving the effectiveness of observation.

1. Having a definite purpose for observation; know what you are looking for.
2. Watch for significant behavior such as a smile, frown, blush, restlessness, etc.
3. Maintain awareness of the uniqueness of the learner, i.e. his ability, potential, rate of achievement.
4. Seek evidence of progress and growth; do not overemphasize attention to negative behavior, regression, etc.
5. Be aware of your own tendencies toward prejudices or bias.
6. Analyze and summarize the evicence you collected.

7. Record the results of your observation in usable form while freshly in mind, and in terms of what actually happened.

8. Review the results of your observations at regular intervals.

To aid the teacher in obtaining concrete evidence for evaluating the learner's daily progress, well kept records ensure accurate information and serve as a reference for comparison at later intervals. Such records permit the teacher to chart the learner's progress in that they provide tangible evidence for showing where the learner came from, how much progress he has made, and where he is now.

Information obtained from evaluative records can be twofold in guiding the teacher in making instructional decisions concerning the learner. The information will not only identify the learner's strengths and weaknesses and show the teacher where instruction is needed or where emphasis should be placed, it will also inform the teacher when the learner has mastered a skill and is ready to advance to a higher level of achievement.

APPENDIX 2

Useful Techniques

-VAK
-VAKT
-Word Box
-Math

VAK TECHNIQUE

Many adults are helped a great deal by a method which combines visual observation while saying the word with writing the word from memory (VAK). As used with a slow group, the procedure can be used as follows:

1. The teacher selects for teaching a small number of words (new words) that are to be be met in the next connected reading.
2. Each word is introduced in meaningful context, and meanings are checked and taught.
3. The new word is presented on the board in a sentence and framed or otherwise emphasized as in the visual method.
4. The teacher holds up a card with the word printed on it and pronounces it. The learner looks at it and pronounce it softly, and then a few times to themselves. They should be cautioned NOT to spell letter by letter.
5. Each learner shuts his eyes and tries to "make a picture" (visual image) of the word; he then opens them and compares his mental image with the original.
6. The card is covered and each learner attempts to print (or write) the word from memory.
7. The word is exposed again, and each learner compares his/her reproduction with the original, paying particular attention to any parts not reproduced accurately.
8. The process of looking at the word, saying it, and attempting to reproduce it from memory is repeated until the learner can reproduce the word correctly.
9. The other words are taught the same way.
10. The word cards are shuffled and reviewed for speedier sight recognition.

11. The learners proceed to read a selection in which the new words are met in meaningful context.

After using the VAK (visual-auditory-kinesthetic) method for a week or two, adults usually discover they no longer need to write the word in order to be able to remember it. They then shift to the visual method. Gruadually, also, they begin to utilize their developing phonic knowledge in combination with study of words as a whole.

Many adults whose visual memory is very inexact and who show no aptitude for phonics find they can learn and remember words when they use the visual-motor procedure.

VAKT TECHNIQUE

In 1921, Grace M. Fernald and Helen B. Keller described a method for teaching nonreaders which emphasizes tracing and writing as basic procedures. The VAKT technique utilizes the association of visual, auditory, kinesthetic, and tactile imagery.

Remediation begins by permitting the learner to select any word he wants to learn, regardless of the length. It is taught by the method described below. The learner learns several words by this method and is permitted to spend as much time as necessary on these first few words. Fernald

recommends the following procedure:

1. Tracing: The word is written for the learner on a strip of paper in large cursive writing or in manuscript. The learner traces the word with his finger in contact with the paper, saying each part or syllable of the word as he traces it. This is repeated until he can reproduce the motions of writing the word from memory. He writes it on scrap paper, then uses it in a written story. Later the story is typed and read in typed form. Each new word that is learned is placed by the learner in an alphabetical file box. The following points of technique are stressed:

   a. Finger contact is important; tracing in the air or with a pencil is less useful.
   b. The learner should never copy a word, but always write from memory.
   c. The word should always be written as a unit.
   d. The learner should say each syllable (or part) of the word either to himself or out loud as he traces it and writes it.
   e. Whatever he writes must be typed and read before too long an interval; this provides transfer from the written to the printed form.

2. Writing Without Tracing: After a while the learner does not need to trace most new words. He looks at the new word, says it to himself several times, tries to "see" the word with his eyes closed, and write it from memory. If he makes an error, he compares his result with the model, noting the mistakes he has made. The procedure is repeated until he can write the word from memory. He files the word in his Word Box.

3. Recognition in Print: It becomes unnecessary to write each new word on a card. The learner looks at the word in print, is told what it says, pronounces it once or twice, and writes it from memory. Reading in books is usually started about the time that this stage is reached.

4. Word Analysis: The learner begins to identify new words by noting their resemblance to words he already knows, and it is no longer necessary to teach him each new word. Although phonic sounding of

single letters is not taught, skill in word analysis gradually develops through noticing grapheme-phoneme correspondences that are met repeatedly.

THE WORD BOX

A Method of Teaching Whole-Word Recognition

Materials Needed:

Each learner should have a 3x5 inch file box, a set of alphabetical index cards, and some lined cards for his word box. If the learner is reading at a low level OR if he shows any evidence of poor visual memory, tagboard cards 8-10 inches in length are preferable to index cards, as they can be used for kinesthetic practice. Cheese boxes make good file boxes for these longer cards.

Procedure:

At each instructional session, if the learner does not know (recognize) a word as he reads, the teacher or aid writes that word on a piece of paper. If the learner is reading independently, he/she may check the unknown word lightly with a pencil. After he/she has finished reading, the teacher goes over the unknown word or words with the learner and helps analyze each word phonetically and discusses ways of remembering the word. The learner then writes the word and, under it, an original sentence using the word. This should not be done with more than eight words in any one day. If more than eight words are missed,

the eight most important should be chosen. These may be words which are on the basic word lists or words particularly important to the learner's interests.

Before the next day's reading lesson, the teacher or aid types the word on one of the cards for the word box and the learner's sentence on the back of the card. (Good manuscript writing can be used in place of the typing if necessary.) The cards are then placed in the front of the learner's word box.

At the next reading lesson, the learner takes the cards from the front of the box and reads each word and the sentence. If the word is one that can be illustrated, he may draw a small picture above the sentence to help remember the word. Pictures may be cut out of magazines and pasted on the card, also.

Because the picture and the sentence are on the back of the card rather than the front of the card, the learner can check himself at any time that he wants extra practice. He simply reads each word and then turns the card over so the sentence and the picture will tell him whether or not he has read the word correctly.

Since much of the activity is being done independently, the teacher should make certain that the sentence which the learner writes indicates the correct meaning of the word. The learner may also wish to divide the word into syllables and spell it phonetically in writing it.

As the student goes through the cards, he places in one pile those which he can recognize without turning them over to check the sentence. He should be able to say the word within one to two seconds. Those words which he does not recognize immediately, he places in another pile. He places a small check in the corner of the card above the picture or sentence containing words that he knows and a small circle on the card of each word he does not know. The learner then goes through the pile of the unknown words again to see if he can work them over into the known pile.

More words will be added to the Word Box each session, but only enough to make up eight unknown words at any one time. It is important not to exceed more than eight words, for more than this number will decrease rather than increase the number of words the learner actually learns.

The series of check marks and circles on the card provides a record for the learner of exactly which words he needs to practice. When a word has three check marks in a row, thereby indicating it has been recognized for three days in succession, the learner files it in his alphabetical index. If, on the other hand, a word is missed three days in a row, this is a sign that for this word the learner needs to be taught by a different approach. This word probably should be taught kinesthetically.

It is suggested that all words that have been filed alphabetically be reviewed once in while to determine if the learner has committed them to memory.

In addition to providing necessary practice for the learner, the Word Box also serves several other purposes.

1. It provides the learner with a record of the number of words he has learned, thereby adding to his/her motivation.
2. It provides a record of the learner's reading vocabulary which the teacher can use in future planning.
3. It provides a reference in which the learner can check the spelling of words when doing creative writing.
4. The learner can use the cards in creating and playing various word games.
5. It provides words for sentence-building and word-matching activities.
6. It provides the teacher and learner with words to use as examples in the study of phonics and other word analysis skills.

APPENDIX 3

INTEREST AND ATTITUDE INVENTORIES

INTEREST INVENTORY: Level 1

NAME_____ AGE_____

TEACHER_____ DATE_____

Check one: / / This inventory was completed independently by the learner.
/ / This inventory was given orally by the teacher.

1. What is the name of your favorite book which someone has read aloud to you?_____
2. What is the name of your favorite book or story which you have read yourself?_____
3. What kind of stories and books do you like to hear read aloud to you?
_____
_____
4. Have you even been to the library? _____
5. What are the names of some of the books which you have at home? ___
_____
_____
6. What are the names of your two favorite television programs? _____
_____
7. Do you read the funny paper at home? _____
8. What is the name of your favorite comic book? _____
9. What do you really like to do after work?_____
10. What do you really like to do on a Saturday?_____
11. What kind of games do you like to play?_____
_____
12. Do you collect anything? If you so, what kind of things do you like to collect? _____
13. Do you enjoy reading for fun? _____
14. Where does your family like to go for a summer vacation? _____
15. What do you like to do best with your wife (husband, friends)? ___
_____

INTEREST INVENTORY: Level II

NAME _____ AGE _____

TEACHER _____ DATE _____

Check One: / / This inventory was completed independently by the learner.
/ / This inventory was given orally by the teacher.

1. How much do you like to read?

   / / very much / / quite a lot / / not very much / / not at all

2. What are the titles of several books which you really enjoyed?

   _____
   _____
   _____

3. What are the titles of some of the books in your home? _____

   _____
   _____

4. Do you have a library card? _____

5. How many books have you checked out from the library during the last month? _____

6. What part of the newspaper do you like to read the best?

   / / comic section
   / / sports section
   / / news section
   / / society section
   / / editorial page
   / / letters to the editor

7. What magazines do you read regularly? _____

   _____

8. What type of comic books do you enjoy reading? _____

   _____

9. What are the names of your three favorite television programs? ____

   _____

10. What sports do you like to watch on television? _____

    _____

11. What do you usually do after work? _____

12. Of all the things which you do after work, what one thing do you like to do the best? _____

13. What do you often do on Saturday? _____

14. Of all the things which you do on Saturday, what one thing do you like to do the best? _____

15. What kind of hobbies do you have? _____

16. Do you have any collections? If you do, what do you collect? _____

17. Where do you usually go on vacation with your family? _____

18. Have you ever gone camping in the summer? If you have, what did you enjoy the most about camping? _____

19. What other states have you visited? _____

20. Do you enjoy reading at home? _____ Why or why not? _____

21. If you could be anyone you wanted to be, whom would you choose to be? _____ Why? _____

INTEREST INVENTORY: Level III

DIRECTIONS: Read the questions and record your answers beside each item.

NAME _____ AGE _____

TEACHER _____ DATE _____

1. What do you do in your spare time? _____
2. Do you have any special hobbies? _____
3. What is your favorite outdoor game? _____
4. What is your favorite indoor game? _____
5. How often do you go to the movies? _____
6. What kinds of movies do you like? _____
7. With whom do you susally go to the movies? _____
8. What are the best two movies that you have seen lately? _____
   _____
9. How often do you listen to the radio? _____
10. Underline the things that you have been to: circus farm zoo
    picnic ballgame amusement park art museum
11. Do you have a public library card? _____
12. How often do you use your library card? _____
13. Which newspaper do you read? _____
14. What part of the newspaper do you read? _____
15. What are your favorite magazines? _____
16. Do you have a nickname? _____ What is it? _____
17. Who are your best friends? _____
18. Do you date? _____ How often? _____
19. What do you do on weekends? _____
20. What is usually the first thing you do when you get home from work?
    _____

21. Which team sports do you participate in? _____

22. How do you get around town? _____

23. Do you have a particular possession that you like very much? _____
Why? _____

24. Do you have a TV set? _____ Color or black and white? _____

25. How often do you watch TV? _____

26. What are your favorite TV programs? _____

27. What is your favorite pop song? _____
Favorite group? _____ Favorite male singer? _____
_____ Favorite female singer? _____

28. Do you have a tape recorder? _____ What do you record? _____

29. Do you have a record player, stereo, or tape player? _____

30. Which of the following have you traveled on?

airplane car boat train bus

31. What did you do on your last vacation? _____
_____

32. What pets do you have? _____

33. Given a choice, what would you like to do on your next vacation?
_____
_____

34. Do you enjoy (pleasure) reading? _____

35. What types of books do you like? _____

36. Name the last book you read. _____

37. How many books did you read last summer? _____

38. How many books do you own? _____ What type? _____

39. Do you check out books from the library? _____ How often? _____

40. What schools have you attended? _____
_____
Where? _____

41. What subject did you like best in school? _____

42. Which subject did you like least? _____

43. Have you taken any special lessons outside of school? _____
What kind? _____

44. Whom do you like to be with on Sunday? _____

45. To what clubs do you belong? _____

46. Do you hold any offices at work or in your community? _____
What offices do you hold? _____

47. Which church do you go to? _____

48. What type of job do you have? _____

49. Do you perform any extra jobs? _____

50. Do you make your own breakfast? _____If not, who does make it? ___
_____

51. What would you like to do after completing your high school? _____
_____
_____

52. If you go to college, what would you like to study? _____

53. If you could have any three wishes you wanted, what would you wish for and why?
_____
_____
_____
_____
_____
_____

INCOMPLETE SENTENCES

Here is your chance to write exactly the way you feel. You may write anything you like but it must be what you think.

Answer all questions, do them in order, and do them rapidly.

1. Today I feel _____
2. When I have to read, I _____
3. I get angry when _____
4. To be mature _____
5. My idea of a good time is _____
6. School is _____
7. I can't understand why _____
8. I feel bad when _____
9. I wish teachers _____
10. Going to college _____
11. To me, books _____
12. People think I _____
13. I like to read about _____
14. On weekends I _____
15. I'd rather read than _____
16. To me, homework _____
17. I hope I'll never _____
18. I wish people wouldn't _____
19. When I finish the GED _____
20. I'm afraid _____
21. Comic books _____
22. When I take my check home _____

23. I am at my best when _____

24. Most brothers and sisters _____

25. I don't know how _____

26. When I read math _____

27. I feel proud when _____

28. The future looks _____

29. I wish my wife (husband) _____

30. I like to read when _____

31. I would like to be _____

32. For me, studying _____

33. I often worry about _____

34. I wish I could _____

35. Reading science _____

36. I look forward to _____

37. I wish _____

38. I'd read more if _____

39. My only regret _____

ITEM ANALYSIS

by

SKILLS

READING/LANGUAGE SKILLS	A. GRADES 0-4	B. GRADES 5-8	E. GRADES 9-12
Visual Discrimination	1		
Auditory Discrimination	2		
Comprehension/Listening	3		
Following Directions	27, 28, 29		
Classifying	3		
Predicting Outcomes	3, 11		
Making Inferences	3, 25		
Outlining		15	15, 16
Figurative Language	33		
Noting Details	3, 7, 8	4, 5, 6, 7, 10, 11, 12	
Initial/Final Consonant Sounds	4		
Consonant Blends	5		
Suffixes/Prefixes	14		
Cause/Effect Relationships	22		
Locating Information	24	4, 5, 6, 7, 10, 11, 12	9, 10, 11, 18, 19, 21
Sequencing	3, 9, 20		
Drawing Conclusions	6		
Main Ideas	13, 19	13, 14, 3	12, 13, 14, 17, 20, 21, 22
Reading for Meaning	21, 22	4, 5, 6, 7, 10, 11, 12	9, 10, 11, 18, 19
Character Identification	10		
Vocabulary	12, 26		23
Study Skills	30, 31, 32		
Alphabetizing	30		
Word Attack	17, 18		
The 5 W's	23		
Calendar	12, 13, 14		
Antonyms/Synonyms	15, 16	1, 2	
Capital Letters	34	8, 16	1, 2
Punctuation	34	9, 16	3,4
Sentence Structure	34	16	5, 6, 7, 8
Spelling	34	16	
Word Usage	34	16	
Writing Skills	34	16	
Letter Writing Skills	34	16	
SOCIAL STUDIES SKILLS			17, 18, 19
EARTH SCIENCE CONCEPTS			20, 21, 22, 23

MATH SKILLS	A. GRADES 0-4	B. GRADES 5-8	E. GRADES 9-12
Single Digit + Single Digit	15		
2 Digit + Single Digit	16, 17		
3 Digit + 2 Digit (carrying)	18		
Column Addition	19, 32		
2 Digit + 2 Digit (no carrying)	20		
2 Digit + 2 Digit (carrying)	21		
Single Digit - Single Digit	22		
2 Digit - Single Digit (no regrouping)	23		
2 Digit - 2 Digit (no regrouping)	24		
2 Digit - Single Digit (regrouping)	25, 27		
2 Digit - 2 Digit (regrouping)	26, 33		
3 Digit - 2 Digit (0)	29		
3 Digit - 2 Digit (regrouping with 0)	28		
Subtraction with Money			38
Multiplication	33, 34, 36, 34	4	24
Division	35, 38, 39	3, 4	
Fractions (concepts +, -, x, -)		6, 8, 9, 10, 11, 42, 41	30, 34, 32
Converting Fractions (Concept)		12, 13, 14, 15, 16, 17, 18, 19	
Converting Fractions into Percents			25, 26, 27, 28, 29
Converting Fractions into Decimals		20, 21, 22, 23	25, 26, 27, 28, 29
Adding & Subtracting Decimals		24, 25	31, 33
Multiplying Decimals		26	35
Dividing Decimals		27, 28, 29	24, 36, 37
Converting Decimals to Percents		30, 31, 32, 33	25, 26, 27, 28, 29
Converting Percent to Decimal		34, 35, 36, 37	
Converting Square Feet into Square Yards		38, 39	
Area		40	41
Perimeter			39
Equations			42, 43
Interest			25, 26, 27, 28, 29
Roman Numerals	31		
Centigrade, Farenheit	40, 41, 42		
Pie Graph	43, 44		
Reasonableness of Answer	45		
Shapes	46		
Unit Cost (best buy)	47		
Percent		1, 2, 7	38
Coping Skills		1, 2, 3, 4, 5, 6	
Measurement	10, 11	4	
Money	8, 9	7	38
Telling Time	2, 3, 4, 5, 6, 7		
Numeration	1		1